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ABSTRACT

This operational guide for job placement specialists and others charged with establishing and operating placement and followup programs in state and area vocational-technical schools and joint college programs is presented in eleven sections: (1-3) A centralized, specialized program is proposed to meet state board of education requirements, to assess student's interests, needs, and skills, to place students, and to followup student progress, salary, job/training relationship, weaknesses, and suggestions; (4) twelve placement and followup objectives are suggested; (5) it is advised that the specialist send only qualified applicants to interview; (6) responsibilities are suggested for each staff position; (7) operational guidelines for student services, location, hours, and clerical staff are provided; (8) job interview skills, involving application, resume, and interviewing techniques, are outlined; (9) the job bank system and agencies helpful in locating jobs are discussed; (10) the advisory committee make-up and duties are detailed; and (11) the TECHDAYS program (a coordinated state department of education and area school staff effort to bring in employers to interview) and a TECHDAYS component called Operation RIPE (recruiting and interviewing prospective employees) are described. The appendix contains ten sample documents related to TECHDAYS' communications with prospective employers, agenda and schedule, and evaluation procedures. (CSS)

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# JOB PLACEMENT AND FOLLOW-UP MANUAL

Georgia Department of Education
Program Development Support
Office of Adult and Vocational Education
Jack P. Nix, State Superintendent of Schools

1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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## PURPOSE

The job placement and follow-up program in the post secondary vocational-technical school not only provides a service to students but also meets the requirements set forth by State Board of Education policy. This manual serves as a tool for implementing the policy established by the State Board.

It is intended that this manual be used by the job placement specialist or any individual having the responsibility of coordinating the job placement and follow-up program. It has been designed to serve as an operational guide both for establishing and operating a comprehensive job placement and follow-up program in state and area vocational-technical schools and all joint college programs. It should prove to be a valuable source of information essential to directors, instructional coordinators and other school administrators who wish a working knowledge of the job placement and follow-up function. It will no doubt serve as an operational guide for all others who will be working with the job placement specialist, including instructors who are a vital link in the job placement and follow-up process.

## RATIONALE

Education is one of the big businesses in the country which has traditionally shown little organized concern for marketing the mass of its products and determining the impact of its products on society. It is difficult to describe in a scientific manner the worth of occupational training to the individual student, to the employers of our students and to the general public who pays for this education process.

The area vo-tech school cannot afford such a position since our objective is to provide occupational skills to every individual student – those who attend day, afternoon and evening classes, and part-time as well as full-time. These skills must be marketable; therefore, we must know our market and the influence our students have on this market. Insuring that an environment exists for the student to reach his potential in marketing his skills is of utmost necessity as he makes the transition from our school to business and industry. We must provide the student with job placement assistance to help him achieve his career objectives.

With the advancing trends of continuous entry and exit of students in the vo-tech school, the rapidly changing job market, the increase of educational accountability methods and the growth of student population in vo-tech schools, an organized effective job placement and follow-up system is a necessity. Although we will continue to utilize the school's entire faculty and administration involvement in job placement of our students, it is increasingly important that the leadership in job placement and follow-up effort be centralized and specialized. One individual should be responsible for coordinating the job placement and follow-up program. Some schools have been allocated a person for this job, and their staffs include the position of job placement and follow-up specialist. In other schools this responsibility has been assigned to various existing positions, and an individual holding a title other than job placement and follow-up specialist has the responsibility for coordinating the program. Thus, this manual is for the person with job placement and follow-up duties, whatever his or her title might be. If a reference is made to job placement specialist, then it is intended for the person with the specialized role although the title might be different.

## PROGRAM OVERVIEW
## PLACEMENT AND FOLLOW-UP

A need has been identified in area vocational-technical schools for a comprehensive job placement and follow-up service. This service, implemented on a pilot basis in FY 75, will function in a manner to provide both job placement services for students and graduates, as well as follow-up data for use by the institution.

The office will be staffed with a placement and follow-up specialist reporting to the school director. The office will coordinate all job placement and follow-up activities conducted by the school.

Any student who is enrolled or who has completed a prescribed program is eligible for job placement assistance. Once the student has been initially placed, he will continue to be eligible for job placement assistance. Subsequent job placement may also reveal a need for additional training for the student.

The placement and follow-up specialist will work closely with the local Employment Security Agency Office. In some schools a reader-scanner device is utilized as part of the state-wide job bank operated by the Georgia Department of Labor.

At the school, the job placement and follow-up specialist works in cooperation with student personnel specialists, off-campus coordinators, instructional coordinators and instructors in securing meaningful jobs for students. Job placement assistance is provided for day, extended day and evening students.

The placement and follow-up specialist works with the communication skills, consumer education and evaluation lab instructors in designing, scheduling and teaching the "How to Get and Hold a Job" instructional unit.

Another function to be included is the coordination of the school's annual TECHDAYS program. Promotion, scheduling and evaluation of TECHDAYS are included in the job responsibilities.

The placement and follow-up specialist will interview students, review records, consult with other personnel and make suggestions and recommendations to the students as to how to obtain a suitable job. An interview (or interviews) will be set up once a definition of student needs, interests and job proficiency are ascertained. In some cases, the placement and follow-up specialist may accompany the student to the site of the job interview.

Continuous follow-up will be performed in order to determine (1) the student's progress on the job; (2) salary; (3) relationship of training and job; (4) weaknesses; (5) suggestions for training improvement. The follow-up will be conducted by (1) on-site interviews with graduates; (2) on-site interviews with immediate supervisor; and (3) mailout of follow-up instruments. Each graduate will be individually followed-up approximately 90 days after assuming his job duties.

The initial effort of the placement and follow-up specialist will be to retrieve and compile follow-up data on current and previous graduates of the school. This should be done as soon as possible so that this information can be made available to the State Legislature and others who have a "need to know."

Trends of strengths and weaknesses in instructional programs based on follow-up results will be reported periodically to the school director. Suggestions for improving the training effectiveness will be actively solicited from graduates and employers.

Records of job placements, promotions, salary data and other pertinent information will be maintained. A semi-annual report will be made to the school director on the economic impact graduates of the institution are making on the community and/or state.

Frequent visits to places of employment will be made in order to gain firsthand knowledge of the job situation. Liaison is maintained with personnel managers and employers within the school's service area.

A record system containing all pertinent job placement and follow-up data will be developed and maintained. This data will be readily accessible, current, accurate and maintained on a permanent basis.

It should be emphasized that the job placement and follow-up specialist or any person having such duties does not in any way relieve instructors and other personnel of any responsibility in this area but rather coordinates, compiles and assists in a combined effort and central reporting system.

## PLACEMENT AND FOLLOW-UP PROGRAM OBJECTIVES

For the development and operation of a placement and follow-up program to be successful, the placement specialist must have a clearly stated set of objectives. The objectives should be reviewed by the advisory committee and updated when necessary. Some program objectives are listed below.

1. Establish and maintain an advisory committee.
2. Inform students, employers, faculty and the community about the job placement service.
3. Develop contacts with employers in order to acquire job listings and information needed to meet employer and student needs.
4. Assist students in locating and obtaining suitable jobs both during their school career and afterwards.
5. Establish and maintain a good working relationship with community agencies.
6. Coordinate employer visits to the school.
7. Keep director informed periodically of findings, activities and itinerary.
8. Establish a follow-up procedure to determine placement data and to gather data on "batting average" on the instructional program. (Follow-up data reflects how the institution as a whole is doing and how any one instructional program is doing.)
9. Establish and maintain a reporting and record-keeping system that will show the economic impact of vocational school graduates.
10. Establish and maintain good public relations throughout service area at all times.
11. Develop and implement a system of evaluation for job placement and follow-up program and correct identified weaknesses.
12. Maintain current information on SACS standards and ensure that the school's program meets the standards.

## OPERATION OF THE JOB PLACEMENT AND FOLLOW-UP PROGRAM

The ultimate objective of occupational training is to put people to work. It is not enough to teach a person a gainful skill; we must also help that person find suitable employment. Thus, supplementary to the training program at each post secondary vocational-technical school there must be a job placement and follow-up program. Ideally this function is coordinated by a job placement and follow-up specialist. If a school does not have such a position on its staff, the job placement and follow-up responsibilities should be assigned to an appropriate staff member.

The job requires a very positive attitude toward students. It must be remembered that the reason the school exists is for students. Every effort should be made to help students find not only the kind of work they have been trained for but also to find the kind of job they will find personally satisfying. This service should not be limited to students currently enrolled but should also be extended to graduates.

For the successful operation of the job placement and follow-up program the person with this responsibility should maintain a listing of recent employer contacts. Job information from employers should be recorded on a job order form, which should give information and the job and company and list the skills required for the job. Caution will have to be exercised about what information is put on the card, for no discriminatory information such as race, age or sex can be included. The school can be held legally responsible for any discriminatory act.

The placement and follow-up specialist is responsible for organizing and developing a school-wide system to be used when a job order comes in. Companies might contact the instructor of the occupational area from which they are seeking workers or they might channel the order through the job placement specialist. Everyone in the student personnel office--and if possible every school employee-- should know how to take a job order and what job information is needed. If a job order does come through an instructor, he should send it to the job placement and follow-up office. Every job order that comes in to the school should be sent to the placement and follow-up office, and students should be referred through the placement and follow-up office. When an order comes directly to the job placement office, the job placement and follow-up specialist should contact the appropriate instructor before referring anyone to a company.

After a job card has been completed for each job opening, this information must be given to the students. Any students that are listed who have the qualifications for the job should be called. No student should be sent to a job interview for which he is not qualified. A job notice should also be posted on a closed bulletin board located near the placement office and a copy of the notice sent to the instructors. This notice should include pertinent information about the job but may or may not include the company name. A copy of the job order should, of course, be filed in the placement office. It is recommended that students come to the placement and follow-up office to be sent to the company so that proper records might be kept of which students are going for interviews and the companies to which they are going.

When a student comes to the placement office, the job placement specialist should talk with him and have him fill out an information card. The student must also fill out a release of information card to be sent with his records to any company. Without such a release of information card the job placement specialist can be held legally responsible for any violation of disclosure of information. This step may be handled in the student personnel office.

When a student comes to the placement office, the placement specialist should have him look at the job scanner from the Labor Department and should show him how to use the scanner so that this information will be available for his use at other times. The job specialist should go through the list of job openings with the student and if the student is interested in any of the jobs, the job placement specialist should arrange an interview for him. An introductory card should be sent with the student when he goes to the company. The company interviewer should fill out the card, and the student should return it to the job placement specialist after the interview. If the student is not interested in any of the job openings at the time he visits the placement office or chooses not to go for an interview, then his card should be placed on file and he should be contacted later about other interviews.

After a student is placed on a job, he should be listed in the permanent files. The student's permanent record will be kept in the student personnel office, but the job placement office should keep a record of all placements so that such information will be readily available. The information for the file should be gotten from the student if at all possible. If the student cannot or does not provide sufficient information, however, the employer should be contacted so that the file information will be complete.

If possible the job placement specialist should arrange for company representatives to come to the school to hold interviews. Adequate preparation should be made for such visits to the schools. Students should be scheduled for interviews in advance of the representative's arrival, and students should be urged to have prepared resumes for the interviewer.

As much information as possible should be kept in the placement office about prospective employers so that students can know something about the company before they interview with them. These interviews will be in addition to the scheduled TECHDAYS program, which will be coordinated by the placement and follow-up specialist.

Because of the large amount of information that needs to be on file in the placement office, the job placement specialist needs to organize and set up the operation of the office in a very systematic, businesslike way. Routine things should be set up to be done in a routine manner by secretarial or clerical help so that the specialist's time can be spent with the students as much as possible.

## SUGGESTED RESPONSIBILITIES OF THE SCHOOL STAFF

The individual to whom the job placement and follow-up responsibility has been assigned must coordinate all those activities relating to the function. For a placement and follow-up program to be completely successful, however, there must be a cooperative effort among the entire school staff, including administrators, the placement and follow-up specialist, the student personnel specialist, instructors and students.

It is the responsibility of the director to assign individual duties in the job placement effort. Therefore, it is suggested that the director and the job placement and follow-up specialist meet and discuss the assignment of responsibilities. There should then be periodic staff meetings at which the responsibilities of each individual are fully discussed and clarified. The job placement and follow-up program can be effective only if everyone involved understands his role in the program. Listed below are some suggested responsibilities of key persons in the school.

### Director

The success of the placement and follow-up program will depend greatly upon the efforts and cooperation of the director of the area vo-tech school. It is suggested that the director assume the following duties in the placement and follow-up program:

1. Providing overall supervision of placement and follow-up program
2. Encouraging and supporting the operation of a comprehensive placement and follow-up program
3. Providing adequate office space, a full-time secretary, clerical support, telephone services and office supplies
4. Continuously informing all instructors and staff on purpose, goals and activities of the placement and follow-up program
5. Coordinating activities of placement and follow-up specialist, student personnel specialists and instructional coordinators
6. Analyzing and evaluating placement and follow-up data and then utilizing data for public information and program improvement purposes
7. Meeting periodically with placement and follow-up advisory committee
8. Working with the State Employment Security Agency, business and industry and other agencies in the administration of the program
9. Providing for an annual budget for placement and follow-up program
10. Working with the placement and follow-up specialist in determining annual plans, goals, objectives and schedules
11. Assisting with the promotion, coordination, operation and evaluation of the school's TECHDAYS program

12. Working with the instructional coordinators, advisory committees and instructional staff in the improvement of instructional programs

13. Establishing rationale and evaluating the effectiveness of the placement and follow-up program at least on an annual basis

14. Informing each member of the administrative and instructional staff of their responsibilities in the placement and follow-up program through both written memorandums and periodic staff meetings

15. Scheduling and participating in an annual in-service session on placement and follow-up at the school

16. Insuring that placement and follow-up service information is included in appropriate school publications such as the catalog, brochure, student handbook and instructor's handbook

**Instructional Coordinator**

The instructional coordinator shall perform the following placement and follow-up activities

1. Assisting placement and follow-up specialist in maintaining liaison with instructional staff

2. Utilizing placement and follow-up data as furnished by the director for promotion or program improvement purposes

3. Making recommendations to director concerning addition or termination of instructional programs or in the modification or restructure of existing programs

4. Including job placement and follow-up program in orientation program for new instructors

5. Performing other placement and follow-up duties as assigned

**Off-Campus Coordinator**

The off-campus coordinator's daily contact with employers makes him a valuable member of the placement and follow-up team. He shall assist the placement and follow-up specialist as follows:

1. Informing business and industry of the placement and follow-up service

2. Making inquiries on routine basis of business and industry as to (a) current unfilled jobs and (b) long-range job needs

3. Keeping placement and follow-up specialist informed as to itinerary in order to facilitate follow-up coordination

4. Making on-site visitations to school graduates in order to obtain follow-up information (These activities could be performed as off-campus coordinator calls on companies in the normal conduct of his duties.)

5. Furnishing job needs and follow-up information to director and/or placement and follow-up specialist

6. Working with placement and follow-up specialist in acquiring trainees for Quick Start program

7. Utilizing placement and follow-up statistics to promote area school programs

8. Assisting the placement and follow-up specialist in conducting the TECHDAYS program

9. Performing other placement and follow-up related activities as assigned

**Student Personnel Specialist**

It is especially important that student personnel specialists and the placement and follow-up specialist work together in providing placement services to all students. Student personnel services cannot stand alone but must utilize the placement and follow-up service in assisting students in making meaningful decisions. Student personnel specialists shall perform the following duties:

1. Studying the local job market and the types of jobs and salaries received by students completing vocational training

2. Providing factual and up-to-date job placement data to prospective students, enabling them to examine the job possibilities available to graduates of different curricula offered by the school

3. Informing prospective students of special requirements such as certification, licenses, special tests, union membership or physical limitations that would prevent them from receiving jobs

4. Helping prospective students understand the ways in which the school can assist them in finding jobs

5. Assisting students in making decisions relative to their individual desires, values and skills with available alternatives

6. Counseling with students on work-related attitudes and habits such as dress, punctuality, initiative, housekeeping and quality of workmanship

7. Referring students to the job placement specialist for placement

8. Counseling with students referred by the job placement and follow-up specialist

9. Working closely with the job placement and follow-up specialist to assure meaningful placement for students with special limitations

10. Receiving job vacancy notices from employers when the placement and follow-up specialist is not available

11. Visiting employers on occasion with the placement and follow-up specialist

12. Assisting the placement and follow-up specialist with the TECHDAYS program

13. Assisting the placement and follow-up specialist in establishing and maintaining a system of placement and follow-up records

**Instructors**

Instructors should perform the following placement and follow-up activities:

1. Developing and maintaining a good working relationship with the placement and follow-up specialist

2. Assisting the placement and follow-up specialist in placing students in meaningful jobs

3. Keeping informed about the local job market

4. Making continuous contact with local employers and providing meaningful feedback to the placement and follow-up specialist

5. Providing the placement and follow-up specialist with a list of new employer contacts

6. Providing an orientation for all new students which includes the following:

   A. Encouraging students to take pride in a job well done
   B. Assisting students in accepting on-the-job discipline
   C. Relating to students a realistic awareness of job opportunities available and of job responsibilities
   D. Making students aware of job placement and follow-up services available to them

7. Arranging field trips to various companies in order to enhance students' knowledge of available job opportunities

8. Simulating a classroom and laboratory atmosphere similar to that which graduates will experience in the work environment

9. Making the necessary changes in both curriculum and equipment as indicated by student follow-up recommendations and patterns

10. Receiving job vacancy notices from the placement and follow-up office and informing students of job openings

11. Referring students to the placement and follow-up specialist for part-time and full-time placement assistance

12. Providing the placement and follow-up specialist with student information

13. Providing the placement and follow-up specialist with data on all students placed on a job

14. Assisting students in developing job interview skills (interview techniques, letters of response, resumes, etc.). If students are not taught these skills in the communication skills class, the instructor should assist the placement and follow-up specialist in coordinating this unit

15. Assisting with TECHDAYS. (For specific duties see the TECHDAYS section.)

16. Reviewing follow-up records and assisting in the evaluation of both the instructional program and the placement and follow-up program

17. Providing information on all job openings to the placement office in meeting EOA legal requirements

18. Maintaining an active advisory committee

**Work Sample/Evaluation Center Personnel**

The work sample/evaluation center personnel shall assist the placement and follow-up specialist in the following ways:

1. Developing and maintaining a good working relationship with the placement and follow-up specialist

2. Assisting the placement and follow-up specialist in placing disadvantaged and handicapped students enrolled in regular courses of study

3. Informing employers about students in regular programs who are available for employment

4. Providing the placement and follow-up specialist with information on job openings and new employer contacts

## OPERATIONAL GUIDELINES

### Student Service

The job placement program will serve all present and former students of the area vocational-technical school. The placement office must assist day, afternoon and evening students; part-time as well as full-time students; and school alumni as well as students currently attending school.

The placement office will provide the following placement services:

1. Aid in locating permanent job placement upon graduation or termination of school work for other reasons.

2. Assistance in finding part-time jobs during the school year and during the summers and vacations in conjunction with financial aid department.

3. Locating volunteer or non-paid work experience.

4. Assist the co-op coordinator in locating business to participate in the co-op and OJT programs.

### Location and Operational Hours

The placement office should be located and operated for the convenience of the students it is to serve. The office must be convenient for students: it should be as close as possible to the center of student activities, but also convenient to the student personnel staff offices. Special facilities and space must be provided for individual planning and interviewing for job placement. (A sample drawing of the placement office is enclosed.)

The operational hours must also fit the needs of all students – day, afternoon and evening. The placement office must be open at least one evening a week, varying according to the size and scope of the program, as well as the normal day operational hours of the school. A sample schedule for the placement office is as follows:

| | |
|---|---|
| Monday | 8:00 a.m. to 5:00 p.m. |
| Tuesday | 1:00 p.m. to 10:00 p.m. |
| Wednesday | 10:00 a.m. to 7:00 p.m. |
| Thursday | 8:00 a.m. to 5:00 p.m. |
| Friday | 8:00 a.m. to 5:00 p.m. |

This schedule should be posted so that everyone will be familiar with the operational hours of the placement office. If the personnel are availalbe, the placement office should be opened at 8:00 a.m. every day. The job placement specialist can then work on a schedule such as the one above.

## Clerical Assistance

Since it will sometimes be necessary for the job placement specialist to be out of the office visiting companies and away from the school during various class shifts, the placement office should be staffed with a full-time secretary, or at least with student aides or work-study students. Much of the clerical work in the placement program can be done by these students. They can answer the phone and take messages, type and mail correspondence, maintain the bulletin board, prepare and distribute job notices and keep up-to-date records. In case business education work study students are used, there should be a clearly defined description of duties for each staff member. It is extremely important that operational procedures be well organized and defined. Since it is necessary that this office maintain proper attitude and appearance, the student aides must conduct themselves appropriately. A student aide should be staffed in the placement office both morning and afternoon if possible.

## JOB INTERVIEW SKILLS

To get the best jobs possible students need assistance in developing the skill of presenting themselves well. The job placement specialist must make certain that the school's responsibility of preparing the student to sell himself to the potential employer has been met. The placement specialist must first of all determine what employability skills are being taught in the school and by whom. The placement specialist should coordinate with instructors to use and expand present methods.

In most schools the communication skills class includes an extensive unit on employability skills including the job application letter, resume or data sheet and interviewing techniques. The placement specialist should assist the communication skills instructor in developing this unit if it is not taught in the class or if it needs to be improved.

Not all students are scheduled to take the communication skills class; therefore, the placement specialist should coordinate with a student's primary instructor to assure that employability skills are taught.

On occasion, students who have not been taught employability skills will be referred to the placement office for placement assistance. Sample copies of a letter of application and sample resumes should be available for these students. A good individualized program on interview techniques would also be helpful to both the student and the placement specialist. Students could view this program at any time and would not have to schedule an appointment with the placement specialist. This could be especially beneficial to evening students. Many such individualized programs are available and in operation in vo-tech schools throughout the state. Most of the evaluation labs in our schools are equipped with an individualized program on interview techniques which can be utilized by any student. There are also many helpful pamphlets on interviewing which are available from companies such as Southern Bell and General Electric. The job placement specialist should obtain some of these for distribution to students.

As the placement specialist coordinates with the communication skills instructors and other instructors in providing students with the skills needed to apply for a job, he should be certain that the following skills are taught.

### Job Application Letter

Various forms of the job application letter should be presented and the importance of such a letter should be stressed.

The following points will ensure a more effective letter of application:

1. The source from which the student learned of the vacancy should be mentioned in the letter.

2. The exact position for which the student is applying should be stated.

3. There should be amplification of two or more points which will best sell the applicant's services.

4. Consideration should be made throughout of the employer's needs.

5. An interview should be requested.

6. There should be times named when the applicant is free, subject to the convenience of the employer. (Sample letter)

**Resume or Data Sheet**

There are various styles and forms of resumes. However, the importance of a well-constructed resume cannot be stressed enough. The resume is a simple statement of one's education, work experience and work interest.

A well-developed resume is evidence that the applicant has prepared himself by directing his qualifications specifically toward the job he seeks. The resume may be divided into four sections:

1. Personal information – age, address, marital and military status, hobbies, etc.

2. Educational background

3. Work experience – information on the various fields of employment in which the subject has been involved

4. References – three names for personal references along with addresses and phone numbers (Sample resume)

**Interviewing Techniques**

If the student is properly prepared for his interview, it can be a rewarding experience. Regardless of how skillful and knowledgeable the applicant is, how impressive the resume, or how persuasive the letter of application, all may be naught unless the student is adequately prepared to communicate with the prospective employer face-to-face.

The following suggestions should be discussed with the student prior to the interview:

1. The student should be urged to read company literature, dress properly and be on time.

2. The student should be reminded to be courteous to the receptionist. It is recommended he announce himself and then wait quitely without making conversation.

3. The interviewer should be greeted by his last name.

4. Men should shake hands. Ladies have the option.

5. The interviewee should pause before taking a seat, then sit all the way back in the chair.

6. The interviewee should courteously start the interview himself when possible.

7. The resume should be handled tactfully later in the interview.

8. The interviewee should smoke only if invited and if it is obvious the interviewer smokes.

9. Questions should never be answered just "yes" or "no". Answer should be slanted toward the position being sought. It is advantageous to be positive, interested and smile occasionally.

10. The interviewee should be flexible and relaxed. It is bad to slouch, but the interviewee should try not to sit poised on the edge of the chair.

11. The interviewee should not aruge – even if he is dead right.

12. Politics, religion and individual opinions should be avoided. The interviewer is judge and jury.

13. Discussion of salary should be brought up by the interviewer. It is best to set salary requirement before the interview.

## THE JOB BANK SYSTEM AND OTHER AGENCIES

In addition to individual employer lists there are numerous other sources of job availabilities. In almost every community there are numerous social and governmental agencies that can make a valuable contribution to the job placement program. Good public relations with these agencies is essential for an effective job placement program in an area school.

The job bank is an important method of job development for the placement and follow-up specialist, who will work in connection with the labor department on the job bank system. This is a system for locating jobs through the use of a scanner and a microfilmed listing of jobs available throughout the state. The student, with the assistance of the job placement specialist, can scan the microfilm cards (called fische) until he finds a job which suits him. He should then be sent to the local labor department, which can refer him to the job.

The placement and follow-up specialist will be responsible for obtaining the microfilm card every day and will be responsible for the operation of the scanner. The fische that the vo-tech school will use does not contain the name of the company, only the location and job description; therefore, the student could use the scanner alone. After a student locates a job that interests him, he will be referred to the local labor department by the placement and follow-up specialist and should take an introductory card from the school to the labor department. If possible, it would be beneficial for the vo-tech school to have one person at the labor department to whom students can be referred. This would allow better communication and create less confusion for both the school and the labor department. The labor department would be better able to give the information that the school needs about the placement of vo-tech students and would have more of the information needed about vo-tech students and programs.

As part of this exchange program, job information should be sent to the labor department when possible. If an employer calls with a job that the job placement specialist cannot fill, it should be referred to the labor department. The job placement specialist should inform employers about the job bank system and the employment opportunities available through the labor department. If used conscientiously, this system could be of great benefit to both the labor department and the vo-tech school.

In addition to the job bank system, the local State Employment Security agency is an excellent resource for obtaining a variety of information, including employment trends, wage and salary information, job leads and other types of information. The employment office should also be contacted concerning special programs such as J.O.B.S. or other on-the-job training programs. It is imperative that a close liaison between the employment agency and the placement and follow-up specialist be maintained.

Excellent job opportunities are available with the various civil service agencies within the school community. To facilitate a smooth placement service, testing and referral procedures should be developed and understood by all placement personnel. Current job openings, test applications and sample test questions should be provided to assist students in understanding the employment procedures and mechanics of the various civil service boards.

Existing social service agencies should also be utilized by the placement specialist for assistance in locating or preparing for jobs. These agencies will vary by communities but include such agencies as Vocational Rehabilitation, Neighborhood Youth Corps and Urban League. Job opportunities in a variety of occupational areas are available on a continual basis within these

agencies. Employment personnel in some of these agencies are particularly helpful in providing job opportunities for the physically and socially handicapped individuals that otherwise would be difficult to place.

The sources of job information and opportunities for job development are limited only by the initiative and imagination of the placement specialist.

## JOB PLACEMENT/FOLLOW-UP ADVISORY COMMITTEE

The job placement and follow-up specialist has an important responsibility not only to the student and the school but also to the community. The services rendered by the placement office are vital to both the school and the community. These services cannot be fully implemented unless the placement specialist maintains contact with key people both in the school and in the community. Effective communications must be established with instructors, administrators, labor personnel and company officials, to name only a few, so that the placement specialist can be fully informed about what is happening in the job market. One of the most vital communication links between the school and the community is the job placement/follow-up advisory committee.

The selection of an advisory committee and its effective use is essential to the successful operation of a placement and follow-up program. The effectiveness of the placement and follow-up program should be continuously reviewed as it relates to the school, the student, the employer and the community.

**What the Job Placement/Follow-Up Advisory Committee Is**

An advisory committee provides a necessary communication link between the school and the community. It is comprised of representative professional people and laymen who help educators evaluate and build valuable programs based on the real needs of the community.

The word "committee" implies investigation and obligation to the community without the inclusion of legislative or administrative responsibilities. The committee does not in any way usurp any of the prerogatives of the job placement specialist or director or of the local administrative staff. It simply advises but does not delegate.

**What the Advisory Committee Does**

The placement/follow-up advisory committee should perform the following activities:

1. Become thoroughly familiar with the school's job placement and follow-up program
2. Assist in interpreting the aims of the job placement and follow-up program to the students, school staff and to employers
3. Become familiar with standards of the school and advise the community of these standards, thus helping to improve the reputation of the school
4. Assist in making surveys to determine the needs of local employees
5. Help make employers aware of job placement services
6. Assist in obtaining jobs for graduates
7. Make recommendations on ways to improve employer contacts and student placement
8. Assist in evaluation of the placement and follow-up program
9. Assist in communicating job placement activities to the school's publics

**Who the Advisory Committee Members Should Be**

The success of the advisory committee depends largely on the ability and cooperation of the various members and on the leadership of the school staff. The following suggestions should be considered when selecting members:

1. Experience – Members should have experience in the area which the committee is to serve and should have the respect and confidence of their associates.
2. Availability – Members should be able to meet often and be available when they are requested to meet.
3. Well-balanced character – Radicals or extremely vocal persons are not wise choices.

A suggested list from which membership may be drawn is:

1. Representatives from local business and industry cooperating in the program
2. Specialists in personnel and placement in industry
3. An instructor from the school
4. The director of the school (ex officio member)
5. Student personnel specialist
6. Recruiter from the work sample evaluation lab
7. A student recipient of job placement and follow-up services
8. A recent graduate now employed
9. Representative from local employment office
10. Off-campus coordinator
11. Job placement specialist

Members should be elected as individuals, not as representatives of organized groups. A rotating system of teams insures new "blood" and uncooperative or disinterested members can be replaced by this method. The suggested membership is five to seven persons.

**Who the Advisory Committee Officers Are**

The officers of the advisory committee shall be chairman, vice chairman and secretary. The chairman and vice chairman shall be elected by the committee and serve for two years. The job placement specialist shall serve as secretary.

**Duties of Officers**

| | |
|---|---|
| Chairman | The chairman shall preside at all regular and special meetings. |
| Vice Chairman | The vice chairman shall preside in the absence of the chairman. |
| Secretary | The secretary shall:<br>1. Keep minutes of all meetings.<br>2. Send a copy of the minutes to each member prior to the next meeting.<br>3. Notify all members in writing of the time and place of each meeting.<br>4. Prepare the agenda for each meeting in cooperation with the chairman.<br>5. Preserve any papers, letters and/or transactions of the committee.<br>6. Conduct the general correspondence of the committee. |

**Meetings**

The advisory committee should meet frequently to begin with as the job placement and follow-up program is being developed in the school. However, the number of meetings and the date and time for the meetings should be set by the committee. Meetings will be conducted according to a regular order of business on a pre-arranged agenda.

A minimum of two meetings per year should be planned. At at least one of these meetings the advisory committee should assist the job placement specialist in planning the school's TECHDAYS program.

## TECHDAYS

### The Need for TECHDAYS

Three factors give rise to the need for an organized and systematic program of job placement in Georgia's area vocational-technical schools. First, the school's responsibility; second, characteristics and needs of students enrolled; and third, the nature and complexity of today's society.

If the purpose of area schools is to provide occupational skills needed for an individual to enter the world of work, a program for bringing students and potential employers together is needed. The placement of graduates in appropriate positions should be pursued with the same vigor and degree of organization and quality used in the schools to provide individual students with an occupational skill. A strong TECHDAYS program will serve as a final link to successful occupational training.

The nature and complexity of today's society makes it mandatory that area schools develop a functioning job placement program for its graduates. Many employers are unaware of the product we are turning out. Adequate communication is needed between the area schools and employers. This is necessary in order to create in the minds of employers an effective image of the quality and scope of the area school programs and the competencies of the area school graduate. The TECHDAYS program serves as a viable means through which the consumer and product can come into contact with each other.

The ultimate success of the area school program will be determined by the consumer's evaluation of its product. There is no better way for the consumer to appreciate the area school program and its graduates than by visiting these schools and competing with other industries for its graduates.

### Objectives

1. To offer employers an opportunity to visit area schools during the months preceding area school graduation for the purpose of conducting job interviews with potential graduates

2. To assist area school students in preparing for such an interview and in understanding the steps involved in obtaining the desired job for which they are qualified

3. To communicate a positive image of area schools to potential employers

4. To conduct a TECHDAYS publicity campaign utilizing newspapers, radio, television and other media in an effort to inform prospective employers, potential students and the general public of the positive benefits of such a job placement program

### State's Role

The State Department of Education will serve as the initial contact with industry, provide general information for publicity and serve as statewide coordinator.

1. Obtain from each area school:

   A. The name of each program that will have graduates by occupational areas

B. The dates each of these programs will have graduates
C. The dates they desire to hold TECHDAYS
D. The name of the person who will coordinate TECHDAYS

2. Conduct a statewide mailing to industries

   A. Explaining the nature of TECHDAYS
   B. Listing all the area vocational-technical schools, their programs by occupational area, the dates each of these programs will have graduates, dates these schools will hold TECHDAYS
   C. Providing a directory listing of each vocational-technical school, name of the job placement specialist or person coordinating TECHDAYS, address and phone number

3. Conduct statewide publicity by making news releases available to all daily and local newspapers, radio and television stations

4. Provide each job placement specialist with a copy of all mailouts including:

   A. The statewide mailout to industry
   B. A list of the industries and their addresses to which the mailouts were sent
   C. A copy of all publicity, news releases, etc.

**Responsibilities of Area School Staff**

1. Responsibilities of job placement specialists (or person designated to coordinate TECHDAYS)

   A. Provide, well in advance, written plans of the TECHDAY program to all school staff
   B. Request from instructors a list of employers in their particular area to participate in TECHDAYS
   C. Inform public relations person of TECHDAYS schedule so that the news media will be informed
   D. Mail out letters to employers requesting date on which they would like to participate (See Appendices, B, C, D, E)
   E. Keep director informed of all up-to-date information concerning TECHDAYS
   F. Handle all mailouts, posters and signs advertising TECHDAYS
   G. Consolidate the evaluations from employers, instructors and students to be included in a report to your director and to the State Office so that improvements may be suggested for the next year's program

2. Responsibilities of the student personnel specialist

   The student personnel specialist should work closely with the job placement specialist in planning and conducting TECHDAYS. In addition to the general responsibilities outlined in another section of this manual, the student personnel specialist should carry out the following specific duties for TECHDAYS.

   A. Become knowledgeable of TECHDAYS schedule and all materials pertaining to TECHDAYS
   B. Counsel with students on work related attitudes and habits such as: dress, initiative and punctuality

C. Secure students to serve as hosts and hostesses
D. Arrange and conduct tours of the school facilities for employers

3. Responsibilities of school director

(Refer to section on responsibilities of the school staff in the job placement manual.)

4. Responsibilities of instructors

Core instructors

A. Provide job placement office with list of local employers from prospective core areas
B. Brief students on the purpose of TECHDAYS as well as the TECHDAYS schedules
C. Check student resumes for accuracy and neatness
D. Prepare students for interviews, (review typical questions related to specific occupations), personal appearance and proper attitudes
E. Check shops and labs to insure that they are presentable for employer visitations
F. Provide job placement specialist with an evaluation of TECHDAYS including:
   1. Number of students who participated
   2. Number of job interviews held
   3. List of jobs obtained through TECHDAYS
   4. Any comments that would be helpful in evaluating TECHDAYS from their students and themselves
   (An example of an instrument that can be used for student evaluation has been included in Appendix I)

Related instructors

A. Provide instructional units on employability skills to involve:
   1. Job application
   2. Interview techniques
   3. Resume
   4. Human relation skills
   5. Proper dress and attitudes
B. Make available to instructors and students sample application and resume forms
C. Provide employability skills instruction to students who need training upon short notice
D. Assist students in preparation of portfolio for job interviews. (Include: resume, work samples, birth certificate, Social Security card, transcript)
E. Meet with employers to determine where emphasis should be placed in preparing student for job interview

5. Responsibilities of off-campus coordinator

A. In addition to the general responsibilities outlined in another section of the Job Placement Manual, the off-campus coordinator should carry out the following specific duties for TECHDAYS
   1. While visiting companies, should work to orient them to TECHDAYS program and the plans for its implementation
   2. Should be talking with personnel managers in an attempt to receive a commitment from them to attend TECHDAYS

**Suggestions for Getting Participation from Local Business and Industry for TECHDAYS**

1. Have students under supervision of instructors submit a list of local and out-of-state employers. Several sources for compiling list are: yellow pages of phone book, list of employers from follow-up study, suppliers of school equipment, Chamber of Commerce, and Georgia Manufacturing Directory. Distribute 3" by 5" index cards to students and ask them to list companies that they would like contacted. Clerical staff can alphabetize cards to avoid duplication of mailing between departments.
2. Obtain a list of civic clubs from the Chamber of Commerce and mail information about TECHDAYS stating the job placement specialist's or staff members' willingness to appear as a speaker to present a program on TECHDAYS.
3. Contact the local Chamber of Commerce for assistance in publicizing TECHDAYS through direct contact with local employers and through local community publicity by use of newspapers, radio and television.
4. Request coordinator of post secondary instruction to arrange advisory committee meetings prior to TECHDAYS. Emphasis should be placed on participation in TECHDAYS by committee members and ways to encourage other prospective employers.
5. If possible have employers mail to their independent contractors, chain stores, or branch offices a memorandum concerning TECHDAYS and asking their support.
6. Arrange to accompany local and area state employment officers on their industrial calls. The labor representative can provide a ready introduction to personnel managers and lend emphasis to TECHDAYS as being a source of recruitment of trained personnel.
7. Include off-campus coordinator on pre-planning of TECHDAYS and ask his cooperation in dissemination of information and contacting of prospective employers.
8. Use prepared news releases, radio and television spots announcing TECHDAYS. One week prior to TECHDAYS use a prepared news article with a list of participating employers and include invitation for any other interested employers.
9. Encourage instructors to make two or three industrial calls prior to TECHDAYS. Think of the public relations value if 20 instructors collectively make 40 or 60 industrial visits for the purpose of placement. Emphasize to school staff the need to bridge the gap between business and industry.
10. Use evening school students to disseminate information to employers since most of these are already employed and have their employer contact.
11. Follow up the TECHDAYS program with thank you letters to each industry that participated. (See Appendix F)

**Operation RIPE**

Operation RIPE (Recruiting and Interviewing Prospective Employees) is the newest component to the annual TECHDAYS program. Under this stepped-up effort, increased emphasis is placed on advanced planning, publicity, and civic group participation. At the state level, the Georgia Department of Labor also becomes integrated into the program.

Local Labor Department, Chamber of Commerce, and civic group officials from the school's service area are invited to the school for a pre-TECHDAYS planning conference. The community representatives and officials should be introduced and briefed in an informal manner on the philosophy and purposes of TECHDAYS. Emphasis should be placed on community service and need aspects of the program. This preliminary meeting should take place about four weeks before the actual TECHDAYS program is to begin.

Civic groups and chamber officials should announce the upcoming TECHDAYS to their members at their regularly scheduled meetings and should use school officials as program speakers in order to more fully acquaint their membership with the TECHDAYS program. Memberships should be encouraged to at least visit the school on the scheduled TECHDAY(S) in order to tour the facility should they not be interested in any actual hiring. Civic grouns and the chamber should be encouraged to set up a table and/or display, if they wish, and to serve as co-hosts to visiting business representatives.

Local labor officials are encouraged to play an equally integral and visible role throughout the TECHDAYS program. They should be prepared and offer to accept resumes as well as to acquaint students with job possibilities in other parts of the state. Follow-up interviews should be encouraged.

Vocational school officials are reminded that while they are aware of the TECHDAYS program and have participated in it for a number of years, most groups know nothing about the program. As a result, the various media in the service area, i.e., TV, radio, and newspapers should be contacted about the upcoming TECHDAYS program at least two weeks before the actual TECHDAYS are to begin. The media people need to be alerted and informed about the purposes and participants of the TECHDAYS program and should be encouraged to write news articles or broadcast news of the TECHDAYS program. These media people need to be reminded about the TECHDAYS program a few days before it is to begin.

School officials also need to have spare tables and/or rooms available for possible use should unscheduled employers show up.

Students need to be encouraged to write resumes and have a number of these available to give out.

Knowledgeable tour guides should be available in case some of those present would prefer a tour to acquaint themselves with the school.

At least one official from the school should be available at all times to talk with company and business representatives and answer questions.

Finally, school officials should have a refreshment table or room available just as you would in an open house.

**Mechanics for Conducting TECHDAYS**

Suggestions for activities to be conducted on TECHDAYS

1. Plan a coffee/refreshment period in a central location for instructors and employers for the first 30 minutes of each TECHDAY
2. Have packages for each employer representative containing the following:
   A. Name badge
   B. Copy of agenda (see Appendix A)
   C. Copy of evaluation (see Appendix H)
   D. Copy of their schedule
3. Make available to employer representatives school catalogs or course outlines
4. Have name badges for all participating instructors
5. Have at least one other person from school staff help you greet employer representatives and see that they are introduced to the person who will be their host or hostess

APPENDIX A

## TECHDAYS AGENDA

| | |
|---|---|
| 8:30 a.m. – 9:00 a.m. | Coffee for employer representative |
| 9:10 a.m. – 9:40 a.m. | First round of group meetings |
| 9:45 a.m. – 10:15 a.m. | Second round of group meetings |
| 10:20 a.m. – 10:50 a.m. | Third round of group meetings |
| 10:55 a.m. – 11:25 a.m. | Fourth round of group meetings |
| 11:30 a.m. – 12:00 noon | Fifth round of group meetings |
| 12:00 noon – 1:00 p.m. | Lunch |
| 1:00 p.m. – 4:00 p.m. | Interviewing (testing if desired) |

APPENDIX B

(Letterhead)

Superfine Distributing Company
8341 Exchange Street
Macon, Georgia

Dear (Specific Name):

We are pleased to announce that (name of school) will hold its annual graduation exercises on (month, date, year). We are informing you of this event in order to encourage you to interview some of our graduates for possible employment with your company. We are participating in a coordinated statewide job placement program for all of Georgia's area vocational-technical schools for the purpose of allowing representatives from business firms to interview students at any or all of the area schools. This program is called TECHDAYS for Georgia area vocational-technical schools.

TECHDAYS at (name of school) will be held (month, date), and your company is invited to participate. The TECHDAYS program will be organized so that company representatives may meet with interested students in groups and in individual interviews. A professional counselor will coordinate the program. Students will have individual resumes and testing facilities will be available for your use. It will begin at 8:30 a.m. and continue until 5:00 p.m.

Although our graduating class is relatively small, its quality and potential should not be underestimated. The attached list shows the number of students graduating from each program of study.

Since plans are now in progress for setting up this program, we would like to hear from you as soon as possible. Please indicate your desire to participate by completing the enclosed Interview Request Form and returning it to me at the above address. There is no charge involved for participation in the program or for employing a graduate.

Sincerely yours,

_____(Signature)
Director

IDC/hk

Enclosure

APPENDIX C

## TECHDAYS
## INTERVIEW REQUEST FORM

DATE _____

My company will_____ will not_____ participate in TECHDAYS.

Name of Company _____

Address _____

_____

Name of Representative(s) _____

Title _____ Phone Number _____

Address _____

Number of Employees _____

Please give a brief description of your company indicating the nature of your business: If possible, indicate the number of openings available and the salary ranges.

_____

_____

_____

My company is mainly interested in speaking with graduates of the following programs: (Please circle programs separately.) The number of anticipated graduates appears in parentheses.

| TECHNICAL | Graduates | SKILLED TRADES | Graduates |
|---|---|---|---|
| (Name of program) | (No.) | (Name of program) | (No.) |
| (Name of program) | (No.) | | |
| (Name of program) | (No.) | | |

| HEALTH | Graduates | BUSINESS EDUCATION | Graduates |
|---|---|---|---|
| (Name of program) | (No.) | (Name of program) | (No.) |

**REPLY FROM AREA SCHOOLS TO EMPLOYERS INTERESTED IN INTERVIEWING AREA SCHOOL STUDENTS DURING TECHDAYS**

(Letterhead)

(Date)

(Inside Address)

It was with pleasure that we learned that you plan to attend and participate in our TECHDAYS program. I am enclosing a general brochure, course outlines for the programs you expressed an interest in, and a tentative schedule.

Our students would like to know more about the nature and scope of your business prior to the TECHDAYS program. I would appreciate it if you would send me any information you have which may be of benefit to our students.

We will look for you on (date). Please note, on the TECHDAYS schedule, the time allotted to prospective employers for group discussion sessions with students. We would like for you to use this time to present information of a general nature about your business to the students. During the interview sessions which will follow, you will have an opportunity to talk with students on an individual basis.

(Name and title) is responsible for handling details of the TECHDAYS program for our school. If you need additional information about our school and/or the TECHDAYS program, please contact him/her at (phone number) and he/she will be happy to send it to you.

Sincerely yours,

_____ (Signature)
Director

IDC:hk

Enclosures

APPENDIX E

(SCHOOL LETTERHEAD)

(Use Individually Typed Letters)

Name and Address
of Participating Company

Dear (Specific Name):

Plans are now well under way for TECHDAYS at (name of school) to be held on (date). We are happy to know that you will be coming to our school to interview students on that date.

Our students have been informed of your coming and have been given the opportunity to sign up for interviews with you at that time. At present the number of students who have signed up for interviews with you in the various occupational areas in which you indicated an interest are as follows:

| OCCUPATIONAL AREAS | NO. OF STUDENTS DESIRING INTERVIEW |
|---|---|

We anticipate that others will sign up for interviews between now and (date). We will supply you with their names when you arrive at our school.

We are enclosing a copy of our TECHDAYS schedule, a school brochure, and some course descriptions in which you may be interested. If we can be of further assistance to you, please let us know.

Sincerely yours,

_____ (Signature)
Title

IDC:hk

Enclosures

**THANK YOU LETTER**
**(Individually Typed)**

(Date)

Name and Address
of Participating Company

Dear _____ _____:

The staff and students of _____Area Vocational-Technical School would like to express their sincere appreciation for your participation in our TECHDAYS program. Your support of this program is deeply appreciated.

As a result of your visit, our students are now more aware of the opportunities available to them in your company. We hope that you were able to make the necessary contacts with those of our students who can best fill your manpower needs.

Over _____ different firms visited our school on TECHDAYS. We consider their presence was a vote of confidence in the caliber of students in our schools as well as the quality of the programs in which they are enrolled.

If you have not returned your evaluation of our TECHDAYS, would you do so as soon as possible. We would like to have your opinions as we plan our programs for next year.

If you need additional information about any of our students or programs, please let us know.

Sincerely yours,

_____(Signature)
Director

IDC:hk

APPENDIX G

_____ AREA VOCATIONAL-TECHNICAL SCHOOL
MASTER SCHEDULE FOR TECHDAYS
(DATE)

| GROUP SESSION TIME | FIRM | FIRM REPRESENTATIVE | LOCATION OF GROUP SESSION & INTERVIEW | GRADUATES OF | INTERVIEW TIME | FACULTY SPONSOR |
|---|---|---|---|---|---|---|
| 9:45 – 10:15 | Southern Bell | Mr. John Smith | Electronics Building | Business Education Electronics | 1:00 – 5:00 | Mr. Thomas |
| 9:45 – 10:15 | Dodge City Motors | Mr. Fritz Ford | Auto Shop | Auto Mechanics Auto Body Repair | 1:00 – 5:00 | Mr. Jones |
| 9:45 – 10:15 | Western Electric | Mr. Joe Jones | Business Education Building | Business Education Electronics Radio & TV | 1:00 – 5:00 | Ms. Brown |

## PARTICIPATING EMPLOYER'S EVALUATION OF TECHDAYS

SCHOOL _____ DATE _____

1. In your opinion, does the TECHDAYS program provide an effective means for filling your employment needs? Yes_____ No_____

2. Do you feel that the group meetings with students were beneficial to your company? Yes _____ No _____

3. If you held personal interviews with students during the TECHDAYS program do you feel that you were allowed ample time? Yes _____ No _____

4. What did you like best about the TECHDAYS program?

5. What suggestions would you make for improving TECHDAYS?

Evaluator's Name _____

Title _____

Name of Company_____

APPENDIX I

## STUDENT EVALUATION OF TECHDAYS

School _____ Date _____

1. How many group sessions did you attend? _____
2. How many individual interviews did you have with company representatives? _____
3. Do you feel that the TECHDAYS program will possibly lead to a job for you?
   Yes _____ No _____
4. What did you like best about the TECHDAYS program?

5. What suggestions would you make for improving TECHDAYS?

_____
Student's Name

_____
Program of Study

## TECHDAYS EVALUATION SUMMARY

**Please send to:**

**Mr. John H. Lloyd, Director**
**Vocational Curriculum & Staff Development**
**336 State Office Building**
**Atlanta, Georgia 30334**

**Notice**
**This form should be filled out after each phase of TECHDAYS.**

From:

School _____ Date _____

Job Placement Specialist/Coordinator TECHDAYS _____

1. How many employers participated in your TECHDAYS program? _____
2. Is this report for Spring TECHDAYS _____, or Summer TECHDAYS _____? (Check one)
3. Is your school participating in both? Yes _____ No _____
4. Total count of student attendance at group sessions _____ (Students attending more than one should be included for each one attended.)
5. How many individual interviews were conducted by company representatives at your school? _____
6. Number of students who felt TECHDAYS would lead to a job _____; number who did not _____.
7. Summarize on the back of this paper the best suggestions by students for improving TECHDAYS.
8. Enclose a copy to all "Participating Employer's Evaluation of TECHDAYS" forms with this report.